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ABSTRACT

In times of educational retrenchment, decreasing enrollments among traditional students, and restraints on faculty salaries, college educators need to explore new and innovative types of programs such as off-campus instruction in classroom communication for teachers. An off-campus program provides an excellent opportunity for a communications department to employ faculty and graduate students during the summer. A 1-week workshop format often pays the equivalent of a 5-week summer session and generates a small profit for the department. Faculty members will likely become better classroom teachers themselves as a result of the intensive teaching experience of the summer workshop. Before a department launches such a program, faculty should consider six factors: (1) the potential population of teachers in the area, (2) salary scale and state certification incentives for teachers to enroll in such a course, (3) other summer classes available to teachers, (4) the number of faculty members capable of teaching such a course, (5) university regulations concerning summer workshops, and (6) the mechanism for publicizing the program. To establish such a program at Ohio University (Athens), faculty members first examined a similar program operating at another institution, then publicized their workshop through branch campus personnel, who had more effective methods for reaching teachers than did the central workshop personnel. (A workshop syllabus and promotional brochure are appended.) (HTH)

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BEGINNING AN OFF-CAMPUS PROGRAM ON COMMUNICATION IN INSTRUCTION

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In a time of educational retrenchment, decreasing enrollments among traditional students, and restraints on faculty salaries, the concept of beginning an off-campus program seems questionable at best. Yet for the very above reasons, I believe educators will need to explore new and innovative types of programs such as off-campus instruction for teachers. The purpose of this paper is to provide some insights into the beginning of a new program and to offer suggestions for someone who might be contemplating a similar move. At Ohio University, we are presently about to begin our second year of an off-campus program. From two sections of ten each last summer we will be offering eight sections of three different courses and expect to enroll over two hundred students this summer. Along the way we have learned much and are excited about the development of this program. The beginning of an off-campus program can best be discussed in three areas: 1) why might an institution look seriously at beginning an off-campus program, 2) factors to consider before beginning an off-campus program, and 3) steps that should be taken to begin such a program.

The question as to why an educational institution might seriously want to begin an off-campus program were alluded to in the opening of this paper. The realities of the 80's and 90's are going to force programs to be more innovative and to attempt to attract non-traditional students

to their program. Beyond these considerations and the altruistic desire to help teachers improve their classroom communication skills, an off-campus program provides an excellent opportunity for a department to employ faculty and graduate students during the summer. A one week workshop format often times pays teachers the equivalent of a five week summer session, thereby allowing a faculty member to teach two weeks in the summer and draw the equivalent pay of teaching ten weeks of regular courses. A third factor which might be of consideration is that institutions often operate on a separate budget for summer. At Ohio University, departments receive half of any profits generated through summer programs thereby allowing the departments to supplement faculty travel and discretionary funds. An additional item, of which I have no empirical support, yet believe will be a major ramification of the program, is that I believe faculty members become better classroom teachers as a result of the intensive teaching experience of the summer workshop.

But before a department launches an off-campus program there are a number of items which need to be considered. First, what is the potential population of teachers in your area? It would surprise me if any institution is located in an area where there aren't sufficient numbers of teachers to generate at least a few sections of a summer workshop. In southeastern Ohio, the location of Ohio University, there

are approximately four thousand teachers within a seventy-five mile radius. Certainly this number is sufficient to ensure multi-sections of the course for some time. A second factor is that teachers in the state of Ohio need to accumulate a certain number of hours to renew their teaching certificate and are also able to move horizonally on a salary schedule by accumulating additional hours. Therefore there is an incentive for teachers to enroll in summer courses. A third factor that needs to be considered is what are the types of classes available to teachers during the summer. While the College of Education offers the traditional types of education classes, it was found that there was nothing similar to an "effective classroom communication" program for teachers in our area. A fourth and potentially explosive item to consider is the number of faculty members in your department capable of teaching such a course. If a teacher is in front of a class eight hours a day for five days in a row they need to be dynamic, well-organized, and capable of teaching for such an extended period if the class is to be effective. It is often times difficult to tell a faculty member that they are not appropriate for an extension course but I believe this is imperative if the program is to be successful in the long run.

Fifth, a careful analysis needs to be made of university regulations concerning summer workshops. Some institutions have a regulation that no more than two semester hours or three quarter hours may be granted for a one week workshop.

At Ohio University we are able to offer four credit hours for the one week workshop by meeting eight hours per day for five days. A related question deals with the undergraduate/graduate credit issue. Originally we offered the workshop for graduate credit only thinking that teachers would have little incentive to enroll in an undergraduate course. We subsequently found that teachers in many school districts may advance on their salary schedule by taking undergraduate classes and since tuition is less for an undergraduate course they often prefer an undergraduate number. We now offer the course as a 400/500 course. The same was found to be the case with credit/non-credit. Certain restrictions exist concerning workshops offered for credit/non-credit and graduate/undergraduate credit and these need to be carefully reviewed before beginning an off-campus program.

The sixth factor that should be carefully examined is the mechanism for publicizing the program. It appears that the best method is word of mouth but in the beginning of a program you do not have a basis for this type of publicity. We found that our Provost offers Summer Provost Pool Grants to encourage the development of new programs. These grants are designed to ensure that a workshop can meet its financial obligations even if enrollments are low. It is expected that workshops will be self-sufficient thereafter. We applied for a Provost Summer Pool Grant and received $3,000, which allowed us to hold two workshops last summer

even though the enrollment was quite low. If it is determined that the above considerations possess no serious problems, then your department may want to begin planning an off-campus program.

The third area that I would like to briefly discuss are the steps in beginning a program. To encourage faculty members to become interested in the program I arranged for four of us to visit West Virginia University and discuss the course with a number of faculty members there. This allowed the faculty members to examine various aspects of the program presently operating at W.V.U. and generated much enthusiasm. We decided that it would be best to hire instructors who had previously taught in the off-campus program at West Virginia University and assign two faculty members to each class as assistants for the purpose of allowing them to observe the entire weeks activities. Drs. Peter and Jan Andersen each agreed to teach one of the workshops and arrive on campus two days before the first workshop to hold an orientation period for the four faculty members who were to be involved in the program. The content of the courses provide little difficulty for most faculty members but the techniques needed to be successful are such that it is very helpful if a faculty member has had an opportunity to observe a workshop before they are left in front of a class for eight hours per day for five straight days.

In attempting to generate interest for the workshop we relyed

upon University Publications and their summer catalog. This proved to be a mistake since the workshops were listed among numerous other workshops ranging from physical education to zoology. Space limitations provided little opportunity to adequately explain the nature of the workshop. We also have found that our branch campus personnel are better at publicizing the workshops than are the main campus workshop coordinators. By having the students register through a branch campus, the profits derived from the workshop are split between the branch campus and the School of Interpersonal Communication, thereby providing an incentive for each branch campus to generate as much enrollment as possible. It has also been our experience that branch campus personnel have more effective methods to reach K-12 teachers than do the central workshop personnel. In addition, this year we generated 10,000 brochures which were divided among the four branch campuses. We found that it is best to maintain control over what is stated in the brochures and then have each branch campus handle the distribution of the brochures. The branch campuses either do a direct mailing or have someone visit the various schools in their area and place the brochures in the teachers' mailboxes. As mentioned earlier it appears that the best form of publicity is word of mouth. The second, a direct mailing to the home address of the teachers and the third is having the brochures placed in the teachers'

mailboxes. The least effective method is to do a bulk mailing to each school and rely upon the personnel of a particular school district to distribute the brochures.

It is crucial that all materials to be used in the workshop are run off in advance since instructors are often at sites which do not have duplicating facilities. What I have not spent much time with in this paper is the content of the course. Attached in Appendix A is a brief description of the content of our first course entitled EFFECTIVE CLASSROOM COMMUNICATION FOR TEACHERS and a copy of the brochure which we developed for this summer. The program is an exciting one and I believe has numerous positive ramifications for a department. Not only do teachers become better communicators, and thereby better teachers, but faculty members become better teachers. I believe that in the 80's and 90's speech communication departments will need to seriously consider such alternatives as off-campus communication programs if they are to generate the resources needed to remain viable.

(Appendix A)

SYLLABUS
InCo 469/569
Communication in the Classroom

GENERAL OBJECTIVE OF COURSE: This seminar is designed to familiarize teachers with the major variables involved in the communication process and how these variables are related to student learning and satisfaction. After completing this seminar the teacher should be better able to analyze the important communication variables operating in her/his classroom and modify those variables in increase student learning and satisfaction.

COURSE PROCEDURE: The seminar encompasses a three week time period. The first week is devoted to five full days of in-class instruction in a modified workshop format. The remaining time is devoted to the preparation of an individual project designed to facilitate application of the material learned during the week. Specific objectives are provided for each day of the first week. These objectives are addressed in the class and will be the primary focus of the in-class instruction. Three tests will be administered on Tuesday, Thursday and Friday.

GRADING POLICY: Since this seminar has been designed to insure success rather than to identify failure, it is anticipated that grades will be high. Grades will be based on the following elements:

1) three tests (2/3)
2) written project (1/3)

ATTENDANCE POLICY: The formal class sessions will run five consecutive days. Each day is equivalent to two weeks of a regular quarter. Thus, attendance for all five days is essential. Absence for any reason will necessitate a reduction in final mark. For each one half day missed there will be a reduction of one mark. Please do not request exceptions. Your instructor has been instructed not to grant any.

FINAL PROJECT ASSIGNMENT: Your final project consists of a formal, type-written double-spaced essay. All papers must be single-authored. The paper is due two weeks following the completion of your seminar. Mail your copies (first class postage only, please) to the address below:

(Your Instructor's Name)
School of Interpersonal Communication
107 Kantner Hall
Ohio University
Athens, Ohio 45701

Be sure to include a self-addressed, stamped envelope so that your instructor can return her/his comments to you. Your essay should be approximately 7 to 12 pages long. Please keep a copy of the paper. The copy sent to your instructor will not be returned. Your essay should meet the following criteria:

1. Select a classroom procedure or a given unit of instruction that you used last year that you wish to modify.

(Appendix A cont.)

2. Describe in detail the procedures you followed or the unit that you taught.

3. Provide a detailed criticism of the procedure or the unit, in light of your experience and readings in the class.

4. Propose an alternative procedure or modification of a unit that you will use in your classroom next year. Describe the procedure or unit in detail.

5. Justify your proposed changes based on what you have learned in the class. Be sure your paper is directly and specifically relevant to the course material for this particular class.

Re-releasing last year's hit —

Effective Classroom Communication

JUNE 14 — 18, 1982

A participant in last year's workshop wrote:

> "The workshop provides teachers with information which is practical and can be used in any class to improve the classroom communication. Also is very enjoyable."

- focus on interpersonal skills as they are identified in the classroom
- daily objectives planned to clarify material being discussed
- small group interactions, experiential learning activities, and lecture/discussions structure the workshop sessions
- development of an individual project to facilitate the application of course material to the elementary or secondary classroom

A new production —

Organizational Communications for Teachers and School Administrators

JUNE 21 — 25, 1982

> "Techniques for effective communication with other teachers, administrators, parents, and members of the school district community are Organizational Communication issues."

- focus on the structure of the school, school system, and classroom for the part played in effective teaching
- understand how people function in the different organizations
- daily objectives planned to clarify material being discussed
- designed to make you more effective as a communicator within a school organization
- simulated school organization to practice communication skills

Another new production —

Nonverbal Communication in the Classroom

JUNE 21 — 25, 1982

> "The nonverbal communication behaviors a teacher uses in the classroom are often more important than what is being said. Also, what your classroom environment is saying nonverbally to students."

- focus on what nonverbal communication says to you or your students
- learn how the environment of your classroom shapes your students' learning patterns
- use small group and dyadic exercises to develop your nonverbal fluency
- allows you to become more sensitive to what students are saying nonverbally to you as a teacher

LOCATION	COURSE	DATES
Chillicothe	InCo #469A/#569A *Effective Classroom Communication*	June 7—11
Ironton	InCo #469A/#569A *Effective Classroom Communication*	June 7—11
	*InCo #469B/#569B *Organizational Communication for Teachers and School Administrators*	June 14—18
	*InCo #469C/#569C *Nonverbal Communication in the Classroom*	June 21—25
Lancaster	InCo #469A/#569A *Effective Classroom Communication*	June 14—18
	*InCo #469B/#569B *Organizational Communication for Teachers and School Administrators*	June 21—25
	*InCo #469C/#569C *Nonverbal Communication in the Classroom*	June 21—25
Zanesville	InCo #469A/#569A *Effective Classroom Communication*	June 7—11

Each workshop is for **4 hours of credit.**

*InCo #469A/#569A, *Effective Classroom Communication*, is a prerequisite or permission.